

**WVU at Parkersburg Academic Support Areas  
Assessment Goals, Relationship to Mission, and Benchmarks**

Each academic support area created a list of goals for assessment of their success and to identify how they will provide evidence toward the attainment of the goals over time. The benchmarking provides quantifiable goals for identifying success and creating improved services.

<b>Academic Support Unit</b>	<b>Top Five Goals for Fall Semester</b>	<b>Evidence To Show Progress</b>	<b>Benchmark for Success</b>
<b>Student Success Center</b>	<ol style="list-style-type: none"> <li>1. Tutoring, particularly in English, Math, Science</li> <li>2. Implementing Brainfuse</li> <li>3. Develop online Exit Survey</li> <li>4. Establish Google Community</li> <li>5. Develop Google Forms</li> </ol>	<ul style="list-style-type: none"> <li>• Reports</li> <li>• Administrator Logs</li> <li>• Exit Survey</li> </ul>	80% of students receiving services will be successful in courses for which they are being tutored (C or above)
<b>Non-Traditional Programs</b>	<ol style="list-style-type: none"> <li>1. Addressing needs of incarcerated populations.</li> <li>2. Promote and support the Learn and Earn Program</li> <li>3. Expand the RBA/BOG enrolment</li> <li>4. Strengthen the COOP program.</li> <li>5. Develop specific outreach strategies.</li> </ol>	<ul style="list-style-type: none"> <li>• Enrollment in programs</li> <li>• Increased cooperative education placements.</li> <li>• Increased visibility of coop program.</li> <li>• Expansion of Learn and Earn program.</li> </ul>	90% of students in Learn and Earn will complete the program. 100% of students receiving RBA degrees will complete job-related goals/career planning profile.
<b>Developmental Education</b>	<ol style="list-style-type: none"> <li>1. Implement Advising Model and review the assignment of advisees.</li> <li>2. Revamp forms to reflect clear and concise language.</li> <li>3. Determine use of MyLabs prior to enrollment/arrival.</li> <li>4. Improve training and use of technology for full time and adjuncts.</li> <li>5. Continue to pursue NADE certification.</li> </ol>	<ul style="list-style-type: none"> <li>• Brainfuse as a placement option</li> <li>• Survey of adjuncts teaching developmental courses regarding use of technology and training.</li> </ul>	50% of students in Developmental English/Reading/Literacy and/or Developmental Math will be successful in the next college-level course.
<b>Institutional Research</b>	<ol style="list-style-type: none"> <li>1. Implement the Voluntary Framework of Accountability (VFA)</li> <li>2. Develop website for data display from a variety of sources/resources, including program reviews and post-audit reports.</li> <li>3. Assist with implementation of ARGOS and utilize its functions to improve data analysis.</li> <li>4. Continue to implement the student evaluation of instruction data collection for online and in-seat.</li> </ol>	<ul style="list-style-type: none"> <li>• Targeting the 16 elements that are part of the VFA implementation.</li> <li>• Archived information that is accessible and up-to-date.</li> </ul>	New improvement website with VFA, Dashboard, ARGOS link, Program Reviews, IPEDS, FactSheet will be available by Nov 1, 2013.

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<b>Center for Teaching and Technology</b>	<ol style="list-style-type: none"> <li>1. Work with IT to develop protocol for maintaining classroom technology.</li> <li>2. Continue implementation of OpenClass and provide necessary documentation.</li> <li>3. Continue LMS integration .</li> <li>4. Increase number of faculty participating in Quality Matters.</li> <li>5. Establish a portal for students, faculty, and staff for technology resources.</li> </ol>	<ul style="list-style-type: none"> <li>• Cross-listed courses will be clarified.</li> <li>• Program designators will be updated with new website.</li> <li>• Online learning assessment tool development and results.</li> <li>• Results of improved QM review process.</li> <li>• E-newsletter feedback.</li> </ul>	<p>75% of all online courses will be Quality Matters approved. Return rate on student evaluations of course/instructor will increase to 50%.</p>
<b>Retention</b>	<ol style="list-style-type: none"> <li>1. Continue implementation of Predictive Analytics process.</li> <li>2. Explore comparative analytics that will assist in realistic benchmarking.</li> <li>3. Provide program-specific retention data.</li> <li>4. Provide timely information to faculty advisors for students on probation or suspension</li> <li>5. Research stress assessment tools and provide new presentations across campus.</li> </ol>	<ul style="list-style-type: none"> <li>• Number of students who are successful after re-entry from suspension.</li> <li>• Surveys of student satisfaction with retention efforts .</li> </ul>	<p>College retention rate (fall to fall) for IPEDS cohort will be 70%.</p>
<b>Library</b>	<ol style="list-style-type: none"> <li>1. Continue to work on archives when they are returned to the library.</li> <li>2. Continue to improve library instruction by developing video tutorials on the databases.</li> <li>3. Work with college community to increase awareness of library resources.</li> <li>4. Continue to expand electronic book collections.</li> <li>5. Circulate lab top computer to patrons for in library use.</li> </ol>	<ul style="list-style-type: none"> <li>• Archives have been returned and the staff is working on these materials.</li> <li>• Two videos are in place. The rest will be added summer 2014.</li> <li>• The library staff has presented twenty class session covering use of library resources. 254 students attended these session</li> <li>• The library has 85000 ebooks.</li> <li>• The library has 24 such laptops</li> </ul>	<p>100% of archives have been relocated and appropriately stored in the library.</p>